

Wyoming

Carl D. Perkins

Career and Technical Education
Act of 2006



APRIL 2007

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Wyoming Transition Plan

U.S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

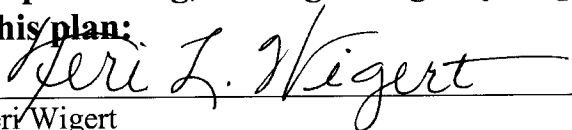
State Name: Wyoming

Eligible Agency Submitting Plan on Behalf of State:

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Type of State Plan Submission (check *all* that apply):

☐ 6-Year
☒ 1-Year Transition

Special features of State Plan Submission (check *all* that apply):

☒ Unified – Secondary and Postsecondary
☐ Unified – Postsecondary Only
☒ Title I only (All Title II funds have been consolidated under Title I)
☐ Title I and Title II

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RATIONALE

An Azimuth for Career and Technical Education in Wyoming: Traversing to Career and Technical Education

What is Career Technical Education and where does it fit into a public education system in which the current focus is academic achievement and preparation for postsecondary education?

We work hard to fulfill a goal for all Wyoming's students to have a rewarding life of fulfillment and engagement in a social and political democracy. The decisions made today will have an impact on the life of our students. We believe every child has a unique set of talents which include strengths and weaknesses. We believe this translates into a vocation—sometime hidden, sometimes known, and always evolving throughout life. We believe it is the obligation of public education to implement systems focused upon helping each student discover, explore and pursue his or her vocation—that set of interests, disinterests, strengths, weaknesses, likes and dislikes. We also believe these translate into career clusters or pathways, but rarely will it translate into one job or one career throughout life.

This year of transition of the Carl D. Perkins Career and Technical Education Act of 2006 will continue our journey on an azimuth through which each student will explore and embrace his or her interests and talents. Through the implementation of the Carl D. Perkins Career Technical Education Act of 2006, the Wyoming Department of Education will lead the change as we, a state working together, provide a new model and direction for Career Technical Education in Wyoming. In order to make this new system of Career Technical Education a reality, the following initial components are needed, briefly discussed and more fully addressed within this transition plan:

- Better integration of academic and career learning
- Better linkages among secondary and postsecondary education
- Better career exploration and counseling
- Better implementation of the Wyoming Career Clusters

Better Integration - Over the past century, “vocational education has been heavily influenced by federal legislation. The initial Smith-Hughes Act emphasized separatism from the classic curriculum and called for a new one that would better meet the needs of the children of the working class who, for the first time were attending high school but were not headed for the professions. Thus, early vocational programs were grounded in the need to prepare more blue-collar type students for the nation's farms, factories and homes.” [Lynch, 2000]. Vocational education was something that those kids were sent to- the ones not suited for academic life. This must change. Once distinct from one another, academic education and vocational education are now in each other's domain. The new model must be one of “academic and vocational” integration.

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Better Linkages - Secondary and postsecondary schools must cooperate to implement programs of study that eliminate redundancy and have coherent linkages in order for students to make wise choices. For a seamless system from secondary through postsecondary and to the workforce to be effective, a common language must be adopted. The sixteen Career Clusters promoted by the U.S. Department of Education and the National Association of State Directors of Career Technical Education provide such a common framework. A collective effort is necessary to ensure that students at each level gain the requisite self-knowledge, academic preparation, technical knowledge and workplace skills to transition through life. We must provide a system through which students move seamlessly from secondary education, postsecondary education and into the workforce and life with continued self-directed learning.

Better Career Counseling - The new model must also engage each student in rational, thoughtful process that begins with career exploration and continues throughout life. Career counseling is a critical aspect of this new model. Students, in consultation with teachers, school staff, professional career counselors, community representatives and parents, need to make logical, fact-based decisions based on their personal interests, talents and aptitudes. Next, they must make curricular choices that lead to actualization of these decisions. Once again, the career clusters provide a framework for this work. We must provide individuals at all levels the requisite knowledge and skills to transition successfully to the next level and eliminate unnecessary duplication of efforts between secondary and postsecondary education. We must evolve career counseling into a system that begins in early secondary schooling and continues throughout life.

Wyoming Career Clusters - Each aspect of this new model is dependent upon implementation of the Wyoming Career Cluster program. This program is the backbone of the model. It is imperative that the Wyoming Department of Education work with the secondary and postsecondary institutions to fully implement this program. This year of transition is critical to the successful implementation.

[Lynch, High School Career and Technical Education for the First Decade of the 21st Century, JVER2000]

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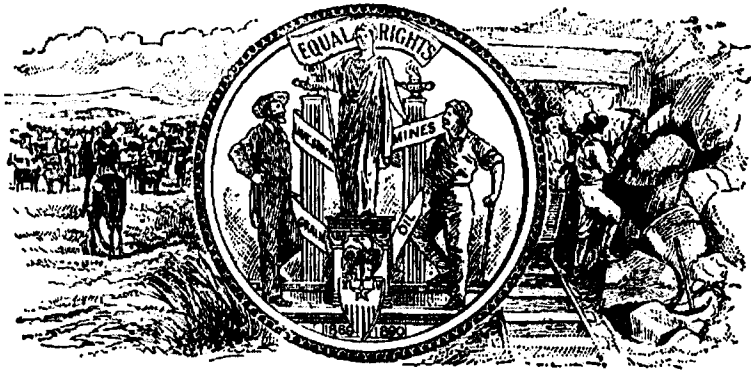


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I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or
You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
 - (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - i. Incorporate secondary education and postsecondary education elements;
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

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Wyoming has adopted sixteen Career Clusters as defined by the National Association of State Directors of Career Technical Education and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Business Management and Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Manufacturing
- Marketing, Sales and Service
- Transportation, Distribution and Logistics
- Arts, AV Technology and Communication
- Government and Public Administration
- Law, Public Safety and Security
- Education and Training
- Science, Technology, Engineering and Mathematics
- Finance

In 2006, the Wyoming Department of Education, in collaboration with the Wyoming Department of Workforce Services, the Wyoming Business Council, the University of Wyoming and Wyoming Community College Commission, developed a book set that defines the model for Career Technical Education in Wyoming. Each includes a graphic model and current employment needs, as well as education opportunities in Wyoming. As defined by the Career Technical Education graphic models on page 2 of each publication, industry and workplace knowledge and skills are taught in grades 9-10, Pathway specific knowledge and skills are taught in grades 10-12, and occupational specialties are taught at the postsecondary level. Articulation agreements that extend postsecondary options to secondary students will be required as a component of the postsecondary allocated funds application. A set of the sixteen Career Cluster guide publications is included as Appendix A.

Career Programs of Study (Appendix B) have been developed for each of the sixteen clusters. Sample courses have been included in the matrixes that include career technical and academic content. These Programs of Study were developed by the Wyoming Department of Education in a format that can be modified by the local district to include their specific courses and options. As per Wyoming Statute 21-9-101 and the associated Wyoming Department of Education Rules and Regulations Chapter 31, Graduation Requirements, (Appendix C) all students must meet a common core of knowledge and skills for graduation from high school. Thus, challenging academic standards are a part of each Career Program of Study.

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The Career Cluster guide publications show the alignment by cluster to the postsecondary programs at each Wyoming community college and the University of Wyoming. Programs of Study will be the emphasis of career counseling, and Career Program of Study templates will be available on the Wyoming Department of Education and Wyoming Department of Workforce Services web sites. The Wyoming Department of Workforce Services will develop a web site with information and links specific to the Career Clusters.

The Wyoming Department of Education is currently using the Wyoming Career Cluster Guides and the “American Careers Planner” publication in the eighth grade as the basis for Wyoming’s Hathaway Scholarship Program Career Unit of Study. The Wyoming Department of Education plans to enhance career guidance efforts by additional training in the use of these materials by secondary and postsecondary institutions.

Articulation agreements currently exist in Wyoming within Tech Prep consortiums and outside of these consortiums. The Career Programs of Study, as well as the state course reporting process encourage and track articulated courses. Efforts are underway to improve the classification system for individual courses, which will include common course numbers and course descriptions. Future development of Career Programs of Study will include transitions to postsecondary through improvement of the articulation agreement process, and development of common criteria for adjunct faculty.

All Career Technical Programs of Study lead to certification, or an associate or baccalaureate degree as indicated by the matrixes in the Career Cluster Guide Publications. The Wyoming Department of Education will continue to encourage offering of credentials and certificates by secondary and postsecondary institutions as well through industry groups and organizations. The Wyoming Department of Education plans to develop a listing of certification and credentialing programs by Career Cluster for Wyoming.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The specific courses approved within the Career Programs of Study and thus, eligible for funding through the Perkins Act, will be guided by state statute and an established process of course review. The state statute that defines a career technical education course is as follows:

Wyoming Statute 21-13-309 (Appendix D) requires Career Technical Education programs offered in grades nine (9) through (12) to consist of a sequence of three or more Career Technical courses within a career cluster.

However, for the purposes of Perkins, courses offered on-campus at a postsecondary institution for dual enrollment credit will be accepted. (W.S. 21-13-309 only allows courses taught on-site.)

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Through a collaborative effort among offices within the Wyoming Department of Education responsible for career and technical education and high school achievement, the sixteen Career Clusters are the foundation of the Career Plan of Study which is required of all eighth graders in Wyoming through the Hathaway Scholarship program. The Hathaway Scholarship program is a new initiative, created by the Wyoming Legislature in 2005, to give merit-based aid to high-achieving Wyoming students seeking participation in postsecondary education and training. Part of the program is the requirement that all eighth graders create a high school graduation plan with a career component.

Thus, by being linked to the Hathaway Scholarships, the Career Programs of Study are already helping meet a statutory requirement that applies to all students; however, only those courses that meet the above criteria will be eligible to receive Perkins Funds.

In addition, efforts are underway to provide opportunities for collaboration between secondary recipients, postsecondary recipients and industry. These will include professional development in the use of Career Programs of Study, and training for both career technical and academic teachers. Incentive programs for training in and adoption of Career Programs of Study are another possibility under consideration. Perkins leadership funds will be targeted toward the development of a seamless transition from secondary to postsecondary and into high skill, high wage and high demand careers for career technical students.

The Wyoming Department of Education plans to implement practices that are efficient and user-friendly in the reporting of data. Strategies include further development of templates, scoring rubrics and identifying model technical knowledge and skills that could be assessed by secondary and postsecondary recipients. Wyoming currently is a member of the Vocational Technical Education Consortium of States (VTECS). VTECS specializes in the development of occupation competencies. Wyoming will utilize competencies and software from VTECS as well as other sources in development of model technical knowledge and skills.

Furthermore, the Wyoming Department of Education intends to provide clear guidance to eligible recipients during the annual Perkins training which is held annually. This annual training, currently held in the spring, updates LEAs on assessment procedures.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Research conducted by PRES Associates, of Jackson, Wyoming in 2006 for Wyoming's high schools indicated that seventy percent of Wyoming's articulation agreements are within the area of Career Technical Education. However, there is not currently a common format for articulation agreements.

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The Wyoming Department of Education, the Wyoming Community College Commission and the University of Wyoming plan to collaborate to develop a statewide process for development of local articulation agreements. The Wyoming Department of Education, in partnership with the Wyoming Community College Commission, will facilitate this process by identifying key stakeholders in the development of articulation agreements within the Programs of Study, convene meetings among these stakeholders, share information across the state, and provide greater standardization of processes.

Currently, a regional concept with a wide variety of implementation exists for Wyoming's community colleges. However, for the purposes of articulation agreements and dual enrollment credits, the Wyoming Department of Education anticipates development of a statewide system and policies to provide uniformity in the process and the outcome. This will be accomplished through the development of common language and templates, professional development and providing venues for demonstration of promising practices.

Wyoming enjoys the benefits of the Wyoming Equality Video Network (WEVN), a statewide interactive video system. Effective use of the WEVN Video will provide opportunities for course delivery, collaborative meetings, professional development and statewide input.

Finally, the Wyoming Professional Teaching Standards Board (PTSB) will be included in the discussion and development process to address certification and teacher qualification issues that often come into play between secondary and postsecondary in the offering of articulated or dual enrollment credits.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Because of the interrelationship described between career guidance, Career Technical Programs of Study and the Hathaway Scholarship, all eighth graders in Wyoming are required to experience a five hour unit of study focused on career awareness and development and to create a Career Plan. The Career Plan required by the Hathaway Scholarship and the Career Technical Program of Study are identical. Through a Wyoming Department of Education directed career unit and the required Career Plans, all students in Wyoming are made aware of the Career Technical Programs of Study. The course of study currently consists of a modified Eighth Grade Planner from American Careers Magazine, the Career Cluster Guides and the Career Plan documents.

The Wyoming Department of Education, as a part of the Hathaway Scholarship program, conducts regional training for guidance personnel statewide to acquaint them with the use of the Career Cluster Guides and career publications.

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Efforts are underway to increase the role of the Wyoming Department of Workforce Services (DWS) in career counseling. These include DWS participation in the development of the Career Cluster Guides, development of a Career Cluster web site, and a Request for Proposal issued in 2006 for secondary schools to cooperate with the DWS “Workforce Service Center” personnel in career counseling initiatives.

“CHOICES”, a product of Bridges.com, is a web-based career planning tool in use by most secondary schools and the Workforce Service Centers. Efforts are underway through the Wyoming Career Information System (WCIS) to update the Wyoming version of “Choices” to reflect the career programs of study and make “Choices” congruent with our Career Cluster Guide publications. WCIS has been the Perkins III, Section 118 career information and dissemination provider and continues to be a source of career information. Section 118, within the Perkins act, provides for career guidance.

Congruency between “CHOICES” and Wyoming’s Career Cluster effort will make it an up-to-date, student-driven data system that will allow students additional access to information as well as the ability to personalize information on the web-based system.

The Wyoming Department of Education will lead a collaborative effort with districts interested in implementing web-based student portfolio or career plan systems. The Wyoming Department of Education will then assist districts who select the same such system to work together to make the purchase of the product and necessary hardware, train in the use of the system, and implement the system.

Local recipients will continue to host career planning days and will market the Career Program of Study concept, as well as distribute and use career guidance materials developed by the Wyoming Department of Education.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Technology is embedded in all programs and at all levels by the federal investment in technology under Title II Part D Enhancing Education through Technology (EETT), of the “No Child Left Behind” (NCLB) acts. This law requires each Local Education Agency (LEA) to submit a Technology Plan that indicates compliance with Title II Part D and E-Rate requirements as well as an implementation plan for technology within the district. As one of the nine content areas defined by statute in Wyoming, Career Technical Education is included in the distribution of Title II Part D funds. The integration of technology across the curriculum is the goal of the LEA’s Technology Plan. In addition, expenditures of Perkins funds on appropriate technology have been and will continue to be a required use of local funds and are part of the local application process under Perkins IV.

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The current biennial budget reflects that the State of Wyoming invested 14.6 million dollars, obtained from state and federal sources, in technology for education. Distance education expended 1.4 million from the State budget, 1.3 million for Title II Part D from Federal funds and State funding provided 11.9 million for the Wyoming Equality Video Network (WEVN). The WEVN was recently upgraded to provide more bandwidth, ease of security, and to become more cost efficient. The upgrade included increasing line bandwidth, replacing infrastructure units such as routers and firewalls, removing H.320 (ISDN) circuits, and changing the overall structure of the WEVN. The conversion from ISDN to IP cost 1.5 million dollars.

At the eligible recipient level, purchases of appropriate technology will be encouraged through the local application process based on occupational demand with industry advisory input.

The Wyoming Department of Education will develop new procedures to allow teachers to transition to high skill, high wage, and high demand instructional areas, not only from a standpoint of development of technical skills but also from the standpoint of certification.

The Wyoming Department of Education will develop new procedures to update both secondary and postsecondary teacher skills through demonstration and sharing of best practices, appropriate professional development, and apprenticeships for teachers, internships and advisory committees. These types of activities will allow teachers to be better able to recognize appropriate technology and utilize it effectively in instructional settings within the Programs of Study. Much of the training for these new procedures will be delivered during the annual Career Technical Education conference and the semi-annual School Improvement Conference.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**
- i. Promote continuous improvement in academic achievement;**
 - ii. Promote continuous improvement of technical skill attainment; and**
 - iii. Identify and address current or emerging occupational opportunities;**

Criteria for approval of funds is guided by Wyoming Statute 21-9-101: “Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; co-curricular activities.” Under this provision, career technical content in all courses must be aligned to, and all students must meet state mandated content standards for both Career Technical Education and academic content. Thus, academic requirements for career technical students are identical to all students that graduate from Wyoming schools.

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Strengthening integration between Career Technical Education and core areas, particularly those emphasized within NCLB, will enhance the academic attainment of all students. Clearly, data from the ACT and Proficiency Assessment for Wyoming Students (PAWS) will continue to impact program improvement goals at the secondary eligible recipient level.

With input from business and stakeholders, the Wyoming Department of Education will develop fairly broad, rubric based-technical skill assessments to assure a degree of comparability and consistency of learning across regions of the state within each career cluster. The technical skill competencies will include those needed for current and emerging employment opportunities as well as entrepreneurship. To every extent possible, Career Technical Student Organization guidelines will be used in the development of these skill competencies to increase industry relevance and to provide congruency in instruction with those skills needed for state and national competition.

These technical skill competencies and related skill assessments will be based on the occupations identified as high-skill, high demand or high wage within the Career Cluster Guide publications. After defining the technical skill competencies, emphasis will be placed on professional development for secondary and postsecondary instructors to facilitate improved instruction aligned with the competencies within the programs of study.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Wyoming does not differentiate between Career Technical Education students and other students as far as high school graduation requirements. All students have the same Carnegie Unit requirements established by statute and by additional district requirements, and all students must meet the common core of knowledge and skills dictated by statute. Thus, Career Technical Education students will graduate with a set of knowledge and skills that is equivalent to the general population. Increased emphasis on academic integration, a tenet of high school or secondary school reform, may increase the graduation rate of Career Technical Education students as they see the relevance of academic instruction with the context of the Career Clusters.

Special population students must also meet the same standards, but they may graduate with differing expectations according to their Individual Education Plans (IEPs).

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All students, but particularly special population students, will benefit from the increased emphasis on academic integration because learning will become more relevant. Both CTE Teachers and core area teachers will be involved in class design. Increased emphasis on reaching students with various learning styles and effective use of project based instruction will be a future emphasis of professional development at the semi-annual Wyoming School Improvement Conference.

Student participation in Career Technical Student Organizations (CTSOs) will be improved by integration of CTSO activities into the technical skill competencies to be developed. CTSOs provide many students the mentor relationships and the peer-to-peer relationships necessary to keep them engaged.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The Program of Study model identifies specific course work that career and technical education students must take at the secondary level as preparation for the postsecondary component of a chosen career. Secondary school guidance counselors will help each student choose the classes that will give him or her the background to meet the entrance requirements for a particular occupation or postsecondary education.

Participating students will be made aware of career opportunities through information provided by secondary school counselors, career fairs sponsored by postsecondary institutions and dissemination by the Wyoming Department of Education of the Career Cluster Guides and Career Publications.

Dual enrollment and articulated courses offered in years three and four of the Program of Study, and for which students meet at a Wyoming community college, will raise students' awareness of opportunities within the program of study. Approximately fifty-percent of all Wyoming students live in a city with a community college. As articulation and dual enrollment opportunities are strengthened, the opportunities for success and students "seeing" themselves in a postsecondary education setting after graduation from high school are increased.

The 2007 Hathaway Scholarship legislation requires all Wyoming eleventh graders to take the ACT or WORKKEYS exam at the expense of the State. Data from these tests will provide additional information regarding student performance to the Wyoming Department of Education for all Wyoming students.

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- (i) How funds will be used to improve or develop new career and technical education courses—**
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
 - ii. At the postsecondary level that are relevant and challenging; and**
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

Funding for new and innovative programs and courses will be available through Perkins allocated funds for secondary and postsecondary. Perkins Leadership funds will be used by the state to provide professional development for teachers as well as other initiatives to address instructional needs within the state. State funds, provided under Wyoming Statute 21-13-309, also provide for new program implementation and improvement of existing programs which supplements the federal investment made through Perkins.

As defined by W.S. 21-13-309, a secondary program in Wyoming is three sequential courses within an occupational cluster. New courses will be developed to address the need for sequential courses and to address Wyoming's workforce needs.

Further, eligible recipients will use current data provided by local and state approved assessments to identify skill areas which are not meeting state proficiency requirements. They will develop specific interventions, which may include new courses or updated curriculum for an existing course, to support acquisition of the necessary skills. Through joint planning and development of statewide articulation agreements, secondary and postsecondary institutions will develop courses that contain rigorous, challenging content based on career clusters and that seamlessly connect the secondary courses with the postsecondary program.

Postsecondary institutions currently develop and will continue to develop courses and programs, basing their decisions about programs in part on data from the Wyoming Department of Employment, the Wyoming Department of Workforce Services and State Occupational Projections. [See the Wyoming Workforce Assessment - Appendix E]. The Wyoming Workforce Alliance liaison is housed within the Wyoming Community College Commission. The Alliance's primary responsibility is to facilitate discussion among member agencies, coordinate among agencies and colleges those workforce initiatives with a statewide impact, and share workforce-related information with each other and the colleges, including information about high-skill, high-wage or high-demand occupations. Through involvement of representatives from business and industry in the design and implementation of new courses that lead to an industry recognized credential or degree, courses will be developed that meet these occupational needs.

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(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant. However, the display of best practices at the semi-annual Wyoming School Improvement Conference will be improved and enhanced to include recipients of Perkins funds. Past recipients of Wyoming State Career Technical Education Grant funds have been showcased at the annual Wyoming School Improvement Conference, as have innovative programs and practices by individual recipients.

In addition, the demonstration of best practices will be an emphasis at the annual Career Technical Education Conference. The Wyoming Department of Education will determine technical training content for the annual conference. Based on pre-determined standards, instructors will be asked to demonstrate best practices within the determined areas of technical content as a part of this annual professional development conference.

A potential use of leadership funds could be for secondary teachers and postsecondary faculty to be involved in externship activities with industry and share information with peers upon return. Paid trips to national conferences and to visit schools with excellent programs would be other potential uses as long as they meet the continued learning needs of the profession.

Wyoming Equality Video Network (WEVN) could be used as an alternative for sharing best practices, as could web sites.

Postsecondary institutions will be required to develop classes in which CTE instructors acquire skills in delivering instruction or training in specific industry skills. Further, postsecondary institutions will be required to offer workshops and trainings within the programs of study to improve technical skills, align curriculum and demonstrate promising practices among postsecondary instructors and with secondary instructors. In addition, these could be utilized as a venue for development of postsecondary transition models and curriculum improvement.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

The Programs of Study provide a framework for communication between secondary and postsecondary partners as well as a link to industry. Because all entities are involved in the process of development of the Programs of Study, all stakeholders already have a high degree of enthusiasm for the Program of Study concept for Wyoming. Wyoming will continue to capitalize on this momentum.

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Through joint planning by secondary and postsecondary programs, articulation agreements will be developed which provide a detailed sequence of rigorous, challenging courses - the content of which is based on the career clusters. Secondary and postsecondary teachers/faculty will be brought together in “vertical teams” for reviewing and determining course content. Unduplicated courses will allow secondary level career and technical students to participate in dual or concurrent enrollment programs which lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Development of small learning communities and career academies within the career clusters with clear linkages to postsecondary will be a focus of the Wyoming Department of Education. Wyoming’s current successes will be identified and held up as models. Professional development for Career Technical teachers in Wyoming will be focused on the technical and academic skills needed for transition to postsecondary. Program of Study advisory boards will be instrumental in determining the essential course content at the local and state level. Stakeholder participation may be enhanced by using state administration Perkins funds to pay travel costs and stipends for participation.

**(I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration.
[Sec. 122(c)(1)(A)-(L)]**

Recipient programs will identify courses which provide integration of challenging academic standards and coherent and rigorous content.

These will be identified as those that incorporate “technical” writing and reading, as well as applied mathematics. In addition, integration with other core areas will be monitored. This will be designated on the form used for state course approval. (Wyoming Department of Education Form “WDE337” is submitted by June 1 each year listing the courses, course description, instructor and other pertinent data.) After technical skill competencies are developed for the Perkins Assessment, these will be cross-walked with Wyoming’s core area standards.

Analysis of results from the Wyoming Career Technical Assessment (WyCTA) and the Proficiency Assessments for Wyoming Students (PAWS) by an independent contractor will be utilized to evaluate student progress, in gaining academic skills and knowledge through participation in CTE courses. Data from both assessments is reported annually to the education community.

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8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The WDE is currently developing a new cross-agency model for the purpose of providing technical assistance to schools and institutions. Specific technical assistance for Career Technical Education in addition to the cross-discipline model includes:

- Dividing the state into regions which would allow assigned WDE staff to focus on a limited number of schools and institutions, thus providing more focused assistance.
- Targeting specific technical assistance at those schools that fail to meet ninety-percent of their Adjusted Level of Performance (performance target). The State will offer the assistance of a mentor with expertise in the areas of concern to help design corrective strategies and plan program improvement activities.
- WDE will conduct statewide conferences and workshops to provide technical assistance to all districts in program planning and evaluation. The conferences and workshops will focus on best practices and provide information on state-of-the-art programs and research based strategies in career and technical education.
- The Wyoming Department of Education is considering the option of contracting with content specialists for each Program of Study to develop and secure technical content materials for statewide distribution.
- The Wyoming Department of Workforce Services is developing a Career Cluster web site to house technical content, employment links and a resource for dissemination of information. This effort will be closely coordinated with the Wyoming Department of Education.
- Assistance will be given to local recipients in development of plans through the development of templates and rubrics.
- A common template for articulation agreements will be developed through an inter-agency process.
- Updates and upgrades to data reporting will be made to simplify processes and increase data quality.
- WDE will encourage secondary/postsecondary faculty to align curriculum in dual enrollment programs.
- Technical assistance will, in addition to Career Technical Education objectives, focus on educational outcomes consistent with state and federal directives.

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- Through technical assistance, the Wyoming Department of Education will analyze each district's career cluster implementation effort as it relates to career literacy, programs of study and course sequences.

B. Other Department Requirements

- 1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

The application is included as Appendix F.

- 2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

The designated eligible agency responsible for the administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is the Wyoming Department of Education. The Wyoming State Board of Education, which also serves as the State Board of Vocational Education, in concert with the state Superintendent of Public Instruction, ensures that all students are provided the opportunity to participate in career technical programs in preparation for careers which enable them to become productive citizens.

The Wyoming Department of Education State Director of Career Technical Education has oversight of the Career Technical Education staff. The Career Technical Education staff, including the Director, consists of a supervisor, three consultants and one and a half administrative specialists.

The Wyoming Community College Commission governs Career Technical Education at the postsecondary level.

There are forty-eight eligible secondary districts, seven community colleges, one university and one Bureau of Indian Affairs school.

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III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

1. **You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
 - (a) Will be provided with equal access to activities assisted under the Act.**
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and**
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]**

Wyoming career technical education programs will be provided in the least restrictive environment with courses for secondary students aligned with the IEP requirements. Career guidance and counseling services will include provisions to ensure that students from special populations are made aware of opportunities available through CTE programs in the same manner or alternative format if required and at the same time as all students.

Individuals who are members of special populations will be provided equal access as all career technical education programs comply with Office for Civil Rights regulations. Compliance will be assured through the Wyoming Department of Education monitoring processes. High quality instruction and intervention will be provided through Wyoming's Response to Intervention (RTI) process. (See Appendix G)

The Wyoming Career Technical Education Assessment (WyCTA) results are reported in disaggregated form by gender, students with disabilities, disadvantaged, limited English proficient, non-traditional, corrections, single parents, and displaced homemakers. The Wyoming Department of Education reviews WyCTA results and the local annual report for each district and institution. Each recipient also receives assessment results for their district or institution for use in conducting an annual evaluation to determine to what degree performance measures and standards are being met. The information provided by the assessment data will be used by the Wyoming Department of Education and grant recipients for development of CTE programs for students from special populations.

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IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
<u>Secondary Level – 8 Indicators</u>		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Completion	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation and Completion	Not required	X
6S2 Nontraditional Completion	Not required	X
<u>Postsecondary/Adult Level – 6 Indicators</u>		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate, or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	Not required	X
5P2 Nontraditional Completion	Not required	X

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States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

Wyoming has been an active participant in the USDE Office of Vocational and Adult Education (OVAE) meetings designed to establish standardized definitions and uniform measures to be used across all states for the core indicators of performance. Wyoming intends to use the standardized definitions and measurement approaches put forth by OVAE as we agree conceptually with the premise that the data will be more useful if such uniformity across states is achieved. For those core indicators that permit flexibility in the measurement definitions and approaches taken by states, Wyoming will conduct statewide meetings to discuss the options and ramifications associated with different approaches and will finalize definitions and measures once input has been solicited. An additional “comment” period will be provided so that stakeholders not able to attend meetings are given the opportunity to submit their comments in written form. This input will be balanced and measured against the measurements and approaches currently in practice under the Perkins III authorization.

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Performance targets for each of the core indicators of performance are typically determined based upon longitudinal analyses of performance trends -- taking into account the quality and characteristics of the data that was collected and the confidence intervals or margins of error associated with each indicator.

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Once such objective data is taken into account, appropriate targets for performance will be identified and adjusted levels of performance will be proposed. At this point, proposed targets will be posted so that eligible recipients can provide input on the viability of attaining such targets within the proposed time period(s).

- 3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have pre-populated the measurement definitions on the Final Agreed upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.)

Wyoming will employ multiple methods to ensure that the data collected in accordance with Perkins accountability requirements is high-quality, accurate, reliable and valid. Procedures employed will include: a) quantitative analyses of assessments and surveys used in order to ascertain the technical quality of measures being used and that they meet acceptable thresholds of reliability and validity; b) standardized definitions and measurement approaches are used statewide; c) training will be provided to promote quality and consistency in data being submitted by eligible recipients; and d) data collection systems will have validations and “cross-checks” built in so as to ensure the completeness and accuracy of data being submitted. The state has used these procedures in the past to maintain validity and reliability and will continue to deploy these procedures in the future.

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- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

Wyoming has always sought to align the indicators for performance so that there is consistency with what is being gathered for other State and Federal programs, where appropriate. For example, the measure for the performance indicator of academic attainment at the secondary level has always been identical to what was being used for purposes of NCLB. With regard to postsecondary measures, the core indicators will be developed with workforce partners so that, if possible, the measures can be used to meet Workforce Investment Act (WIA) needs as well.

Taken in whole, all core indicators will be ascertained with an eye on other state and federal initiatives so that they “make sense” and do not create inconsistencies or duplicity when evaluated against other programs. This is the responsibility the Wyoming Department of Education accepts as its role.

- 5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

Wyoming will enter into Final Agreed Upon Performance Level (FAUPL) negotiations with OVAE and in so doing, will conduct longitudinal analyses of performance trends for each of the indicators (available upon request).

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For most indicators, high-quality data is available to base our proposed performance targets on. However, for those performance indicators that require a change in definition and measurement approaches, baseline data may not be available until the 2007-2008 school years. Specifically, baseline data for the indicator on technical skill attainment is not yet available as Wyoming will be changing the technical skill assessment used so that it is more aligned to industry-recognized standards, as directed by the new Perkins Act.

- a. **Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

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Wyoming has long-standing content and performance standards in math, reading and language arts. These data will be used to meet this act's "challenging academic content standards" and "student academic achievement standards". The Wyoming content standards measure the "what" was learned and the performance standards measure the level of proficiency.

State assessment data for reading and math on the NCLB assessment is available and can be used to establish performance targets. To the extent possible, approaches for establishing appropriate AMOs will be consistent with those used under ESEA.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and other States have defined AYP only to require improvement in the graduation rate each year.**

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs or targets that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's targets. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels."

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(The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Data on student graduation rates is available. Consistent with recommendations put forth above, to the extent possible, approaches for establishing appropriate AMOs will be consistent with those used under ESEA.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]**

A negotiation infrastructure has been designed which provides eligible recipients with guidance on how to determine appropriate targets for local adjusted levels of performance. Eligible recipients must use their previous CTE data and triangulate other data sources as appropriate in order to provide a clear rationale for targets being set. A negotiations database has been developed through which local education agencies can submit proposed targets along with their rationale for such targets. State personnel can provide comments and request clarification as needed until both entities agree on local adjusted levels of performance.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

The negotiations infrastructure referred to above has been developed by the Wyoming Department of Education and includes detailed guidance on the circumstances under which eligible recipients may formally request revisions to previously established levels of performance. Such circumstances include, but are not limited to substantial changes in the composition of the student population and the students assessed, mitigating factors that influenced the quality of the data collected, and instability of results due to very small student populations.

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- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Wyoming maintains a statewide data collection, analysis and reporting system for its CTE programs which allows for monitoring of student progress on key program indicators, overall and by all subpopulations. This statewide data collection system has built-in features designed to ensure that data collected is complete, accurate and reliable. Such features include, but are not limited to: 1) filters and logic sequences embedded within the electronic data collection system which ensures that all data submitted is complete and makes sense; 2) interactive reporting features that allow locals to monitor their own progress and detect any discrepancies in reporting; 3) an accountability feedback loop in which locals provide information on significant changes in student populations reported and/or performance in their annual grant submissions; and 4) periodic state auditing of selected sites.

Data collected via the statewide CTE accountability and monitoring system is reported in a variety of venues, including: 1) annual statewide reports; 2) federal reports; 3) an interactive reporting system in which LEAs can generate reports on their own performance on an ongoing basis; and 4) analyses and queries run on an as-needed basis in order to inform program development.

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Guidance on how to determine appropriate targets for performance has been established for consortia. Eligible recipients must use their previous CTE data and triangulate other data sources as appropriate in order to provide a clear rationale for targets being set. A negotiations database has been developed through which consortia can submit proposed targets along with their rationale for such targets. State personnel can provide comments and request clarification as needed until both entities agree on adjusted levels of performance.

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10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

In addition to statewide systems being put into place to gather high-quality data pertaining to each of the federal performance indicators, Wyoming has identified other measures that will be used to evaluate the effectiveness of career and technical education programs. Additional outcome measures to be embedded into the annual evaluation will include measures of the quality and extent of career counseling available; the existence and utilization of articulation agreements in the state; the impact of participation in articulation programs on students; and measures of the extent to which CTE and academics are being integrated.

Perkins is being used to provide opportunities that are unavailable via other federal programs. Specifically, it is the primary vehicle for promoting articulation agreements. Currently this is the only federal program that is being used for these purposes.

B. Other Department Requirements

1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

Secondary Level:

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two (2) credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary/Adult level:

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

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CTE Concentrator: A postsecondary/adult student who: (1) completes at least twelve academic or CTE credits within a single program area sequence that is comprised of twelve or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than twelve credit units that terminates in an industry-recognized credential, a certificate, or a degree.

- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and**

We cannot, at this time, set our Final Agreed Upon Performance Levels (FAUPL) performance targets in this state plan for the following reasons: 1) We have not completed negotiations with the Office of Vocational and Adult Education (OVAE) for the new indicators; 2) We need final guidance as to what the indicators are before we do this; 3) While we think we have most of the data on which to base targets, one of the indicators we cannot set a target for is "technical skill attainment." According to the Perkins law, we do not need to put this into place until next year as we are planning to change the assessment we use so that it aligns to industry-specific standards as put forth in the new Perkins law.

- (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

As discussed above, we cannot set our FAUPL performance targets in this state plan at this time. FAUPL performance targets will be negotiated with the Office of Vocational and Adult Education in March.

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- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.**

Several efforts are being undertaken during this transitional year in the areas of identifying CTE program areas and technical skill assessments. First, Wyoming is in the process of identifying the CTE program areas that will be focused upon in this state – these will be the program areas for which technical skill assessments will be identified. Identification of CTE program areas will be based on several considerations, including but not limited to: 1) historical enrollment and course-taking patterns; and 2) the degree to which program(s) are preparing students for high-skill, high-wage and/or high-demand occupations. Second, within these identified CTE program areas, knowledge and skill statements will be articulated which clearly state the competencies that students are expected to attain upon completion of the CTE program. These knowledge and skill statements will provide the roadmap for selecting technical skill assessment(s) that are aligned to these knowledge and skill statements and measure the articulated competencies with sufficient coverage and depth. Third, a comprehensive review of technical skill assessments is currently being undertaken in order to determine whether there are existing assessments that will meet the needs of Wyoming in terms of alignment and other practical and budgetary considerations. It is projected that knowledge and skill statements and potential assessment(s) will be piloted and a final assessment plan in place as of the 2007-2008 school year. Baseline data collection for the new technical skill assessments will occur as of spring, 2008. This baseline data collection will also provide information on the coverage of programs and the number of students reported so that the State can determine appropriate goals and strategies for increasing coverage and the proportion of students assessed. Given that the technical skill assessment plan is not yet finalized pending completion of the aforementioned activities, it is anticipated that all CTE concentrators will be administered technical skill assessments upon completion of the program.

The prior technical skill assessment used by Wyoming, while both valid and reliable, is designed to measure general workplace skills and does not currently meet the criteria of being industry-specific.

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V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant.

B. Other Department Requirements

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant.

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VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

The Wyoming Department of Education has determined a split of 60% for Secondary Education and 40% for Postsecondary. The Wyoming Department of Education will re-evaluate the split annually by analyzing the programs of study, accountability, articulation agreements, state economy and occupational needs, and other student data. Thereafter, the split could vary based on data analysis. The rationale for this split, in changing from the previous split of 65/35, is so that the postsecondary institutions receive the “Tech Prep” funds that were included in the basic allocation. The postsecondary recipients will be required to continue with similar activities to those that were required under “Tech Prep” as a component of the allocated funds application.

As a requirement of the transition plan, Postsecondary institutions (in consultation with, or collaboratively with the Wyoming Department of Education and the Wyoming Community College Commission) will be tasked with the development of programs of study according to the “Tech Prep” model. The Carl D. Perkins Vocational and Technical Education Act of 1998 defined Tech Prep as a combined secondary and postsecondary program that strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction; provides technical preparation [in a specific occupational field] builds student competence in mathematics, science, and communications in a coherent sequence of courses; and leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

This objective will be accomplished through the alignment of Program of Study models between secondary and postsecondary and the development of “linking” courses. These linking courses will be offered by a college instructor for dual enrollment credit or by a high school teacher through an articulation agreement and will be made available to all secondary schools that offer the same Career Technical program of study statewide through articulation agreements. Postsecondary will collaborate in the development of at least one “linking” course for each Career Technical Program of Study. Further, postsecondary instructors will collaborate with secondary teachers to ensure that these courses are of similar technical content and rigor to be considered equivalent to students taking the same course on campus from the postsecondary instructor.

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- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 122(c)(6)(A); Sec. 202(c)]**

The anticipated award amount for secondary education agencies will be \$2,278,054. Wyoming expects to receive \$4,493,433 in basic state grant award for 2007-2008 with the inclusion of Tech Prep. Wyoming chooses to take \$250,000 for state administration. State leadership funds are 9.941%. Using the anticipated award amount, this equals \$446,677 (0.3% allocation for state correctional facilities/institutions or \$13,480 and \$60,000 for services that prepare individuals for nontraditional fields) Additional funding may be awarded from the leadership category for corrections and non-traditional programs through the competitive grant process. Wyoming will not use the reserve option in the transition year Local funds amount to 84.496%. The distribution of funds will be 40% for postsecondary and 60% for secondary.

- 3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

The anticipated award amount for postsecondary education institutions will be \$1,518,702. Wyoming expects to receive \$4,493,433 in basic state grant award for 2007-2008 with the inclusion of Tech Prep. Wyoming chooses to take \$250,000 for state administration. State leadership funds are 9.941%. Using the anticipated award amount, this equals \$446,677 (.3% allocation for states correctional facilities/institutions or \$13,480 and \$60,000 for services that prepare individuals for nontraditional fields) Additional funding may be awarded from the leadership category for corrections and non-traditional programs through the competitive grant process. Wyoming will not use the reserve option in the transition year Local funds amount to 84.496%. The distribution of funds will be 40% for postsecondary and 60% for secondary.

- 4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Secondary schools and eligible institutions funds allocated by the formula can be combined to form a consortium. Funds will be used for programs that are mutually

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Secondary schools and eligible institutions funds allocated by the formula can be combined to form a consortium. Funds will be used for programs that are mutually beneficial to all members of the consortium. Wyoming requests that the minimum allocation requiring each LEA to qualify for at least \$15,000 be waived. (See Letter of Waiver in Appendix H.) In the past, local recipients in Wyoming have not chosen to form consortia.

- 5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]**

Each postsecondary institution in Wyoming receives sufficient allocated funds as to make forming of consortia unnecessary.

- 6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Wyoming will provide every charter school and BIA level secondary school the opportunity to participate in Perkins IV funding. Technical assistance will be provided in every capacity necessary to satisfy the federal and state requirements for service. By state statutes [Wyoming Statute W.S. 21-3-301-314], charter schools are recognized as schools within a school district in Wyoming, thereby qualifying them as eligible recipients for Perkins IV funding.

- 7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s).**

Wyoming Transition Plan

Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

The Wyoming Department of Education has no proposed alternative allocation formula.

B. Other Department Requirements

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**

Please see Wyoming Transition Plan -- Part B.

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

The Wyoming Department of Education makes no allocations to consortia.

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Funds for secondary schools and St. Stephen's, the only Bureau of Indian Affairs secondary school in Wyoming, are determined according to the following procedures:

- (1) Seventy percent of the allocation is determined by dividing the number of individuals aged 15-17, inclusive, who reside in the district in families with incomes below the poverty level by the number of such individuals who reside in Wyoming.
- (2) Thirty percent of the allocation is determined by dividing the number of individuals aged 15-17, inclusive, who resided in the school district during the previous fiscal year by the number of such individuals who resided in all school districts during the previous fiscal year by the number of such individuals who reside in all school districts during the preceding fiscal year.

Wyoming Transition Plan

Perkins IV requires that a local educational agency (LEA) shall not receive an allocation unless the amount is greater than \$15,000. A LEA may enter into a consortium with other local education agencies for the purposes of meeting the minimum allocation requirement. While consortiums work well for many LEAs, they may not be practical for a sparsely populated state such as Wyoming. WDE strongly encourages the formation of consortium. However, based on historical methods, an LEA may request a waiver of the federal code and receive permission from the WDE to receive allocated funds without joining a consortium. This waiver process will need to be addressed and negotiated with the OVAE.

Funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients the institution has by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state. Each community college must qualify for at least \$50,000 before a grant is awarded. Recipients count only the Career and Technical Education (CTE) students who are enrolled in the programs(s) that receive Perkins Title II allocation funds.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

The Wyoming Department of Education has chosen not to use reserve funds.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

The Wyoming Department of Education has chosen not to use reserve funds.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Wyoming is rural in nature and is nationally recognized as the least populated state. All LEAs in the state follow procedures set forth in the basic application requirements.

Wyoming Transition Plan

I. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

Wyoming

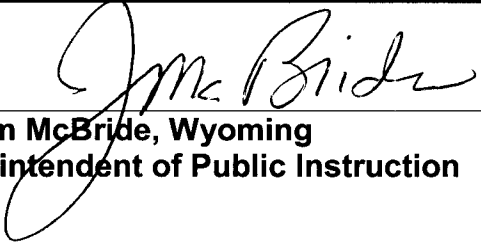
Carl D. Perkins

Career and Technical Education Act of 2006

Assurances

- The Wyoming Department of Education is the State agency in Wyoming that is eligible to submit the plan.
- The Wyoming Department of Education has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- The Wyoming Department of Education legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- All provisions of the plan are consistent with Wyoming law. [34 CFR 76.104(a)(4)]
- A State officer, specified by title in this certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- The State officer who submits the plan, specified by title in the certification, has authority to submit the plan.
- The Wyoming Department of Education has adopted or otherwise formally approved the plan.
- The plan is the basis for State operation and administration of the program.

As the duly authorized representative of the Wyoming Department of Education, I hereby certify that this agency will comply with the required assurances.


Dr. Jim McBride, Wyoming
Superintendent of Public Instruction

Date

4/24/2007

Wyoming Transition Plan

Wyoming

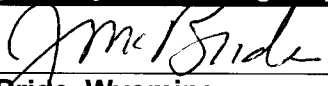
Carl D. Perkins

Career and Technical Education Act of 2006

Other Assurances

- The Wyoming Department of Education will submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]
- A completed and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements is included. [<http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]
- You must provide a complete and signed Assurance for Non-Construction Programs Form is included. [http://wdcrobiis08/doc_img/sf424b.doc]
- Wyoming Department of Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
- Wyoming Department of Education assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
- Wyoming Department of Education will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
- Wyoming Department of Education will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.
- Wyoming Department of Education and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.
- Wyoming Department of Education assures, except as prohibited by state or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
- Wyoming Department of Education assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

As the duly authorized representative of the Wyoming Department of Education, I hereby certify that this agency will comply with the required assurances.


Dr. Jim McBride, Wyoming
Superintendent of Public Instruction

4/24/07
Date

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(t) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Wyoming Department of Education	(Not yet assigned)
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Teri Wigert, Career Technical Education State Director	
SIGNATURE	DATE
Teri Wigert	4.20.2007

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

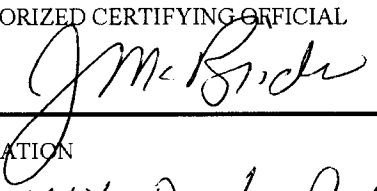
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

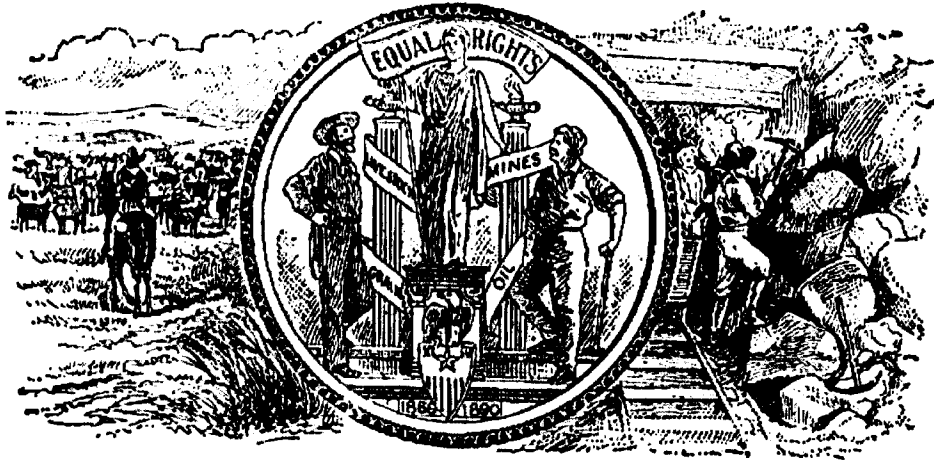
As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) § § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. § § 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. § § 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § § 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § § 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. § § 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. § 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. § § 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. § § 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ~~the~~ Audits of States, Local Governments, and Non-Profit Organizations. ✕
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Superintendent of Public Instruction	
APPLICANT ORGANIZATION NY Dept. of Ed.	DATE SUBMITTED 4/24/2007	

Standard Form 424B (Rev. 7-97) Back



Part B

Budget Forms

Wyoming Transition Plan

INSTRUCTIONS - On the attached budget tables, you must identify:

Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
- Line I.D.1 The amount, if any, to be reserved under section 112(c).
- Line I.D.1.a The percent and amount reserved for secondary recipients.
- Line I.D.2.b The percent and amount reserved for postsecondary recipients.
- Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
- Line I.D.2.a The percent and amount slated for secondary recipients.
- Line I.D.2 The percent and amount slated for postsecondary recipients.
- Line I.E. The amount to be made available for State leadership under section 112(a)(2).
- Line I.E.a The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
- Line I.E.b The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.a The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.b The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

Wyoming Transition Plan

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1 (For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$4,216,490</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$276,943</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$4,493,433</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	
1. Reserve (<i>not more than 10% of Line D</i>)	
a. Secondary Programs (0% of <i>Line D</i>)	<u>N/A</u>
b. Postsecondary Programs (0% of <i>Line D</i>)	<u>N/A</u>
2. Available for formula allocations (<i>Line C x 84.496 %</i>)	<u>\$ 3,796,756</u>
a. Secondary Programs (60% of <i>Line D.2</i>)	<u>\$ 2,278,054</u>
b. Postsecondary Programs (40% of <i>Line D.2</i>)	<u>\$ 1,518,702</u>
E. Leadership (<i>not more than 10%</i>) (<i>Line C x 9.941%</i>)	<u>\$ 446,677</u>
1. Nontraditional Training and Employment	<u>\$60,000</u>
2. Corrections or Institutions	<u>\$13,480</u>
3. State Leadership (<i>Line E – E.1 and E.2</i>)	<u>\$373,197</u>
F. State Administration (minimum small state allocation)	<u>\$250,000</u>
G. State Match (<i>from non-federal funds</i>)¹	<u>\$404,286</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

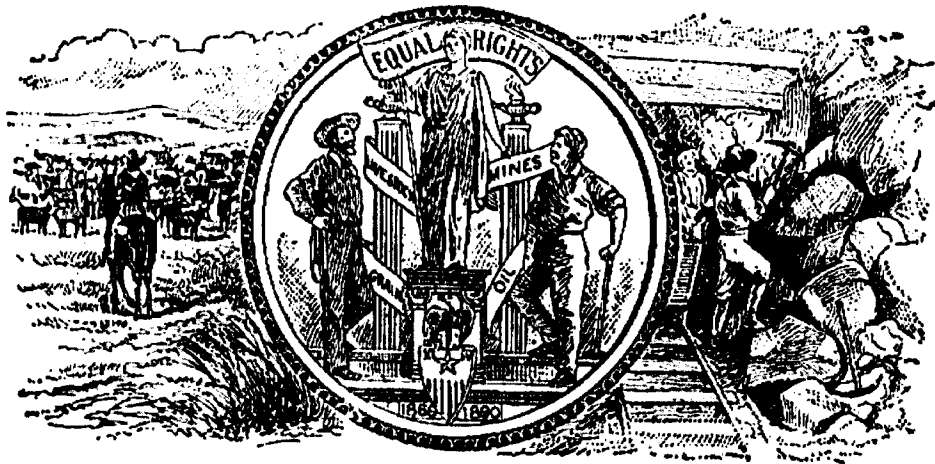
Wyoming Transition Plan

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State **\$276,943**
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds **\$276,943**
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ _____
- D. Tech-Prep Funds Earmarked for Consortia \$ _____
- a. Percent for Consortia
 (*Line D divided by Line C*) [_____ %]
- b. Number of Consortia _____
- c. Method of Distribution (*check one*):
 _____ Formula
 _____ Competitive
- E. Tech-Prep Administration \$ _____
- a. Percent for Administration
 (*Line E divided by Line C*) [_____ %]



Part C

ACCOUNTABILITY FORMS

Wyoming Transition Plan

INSTRUCTIONS

I. Definitions of Student Populations

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how its proposed definitions and measures would be valid and reliable.

III. Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 7 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X

Wyoming Transition Plan

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators (con't.)			
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	X	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

Wyoming Transition Plan

I. Student Definitions

A. Secondary Level

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary/Adult level:

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.



Final Agreed Upon Performance Levels

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE</u> concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE</u> concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B: 1S1: 62.5% of vocational concentrators were proficient or advanced in reading/language arts on the PAWS assessment in 2005-2006</p> <p>Assessment data is for 11th grade. The statewide assessment is not administered to 12th grade students who leave secondary education in the reporting year.</p> <p>2005-2006 data is under the former definition used by Wyoming for vocational concentrators.</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A: Please Pre-Populate</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A: Please Pre-Populate</p>

<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B: 1S2: 59.9% of vocational concentrators were proficient or advanced in mathematics on the PAWS assessment in 2005-2006.</p> <p>Assessment data is for 11th grade. The statewide assessment is not administered to 12th grade students who leave secondary education in the reporting year.</p> <p>2005-2006 data is under the former definition used by Wyoming for vocational concentrators.</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A: Please Pre-Populate</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A: Please Pre-Populate</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>		B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>		B:	L: A:	L: A:

<p>4S1</p> <p>Student Graduation Rates</p> <p>113(b)(2)(A)(iv)</p>	<p>Numerator: Number of <u>CTE</u> concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of <u>CTE</u> concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State and Local Administrative Records</p>	<p>B: 96.71 was the statewide result in 2005-2006.</p> <p>Data was the proportion of 12th grade vocational concentrators who graduated in the reporting year.</p> <p>This figure does not include data on GED students. GED data is housed in a separate place in Wyoming and we will obtain GED data starting in the 2007-2008 school year.</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>
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<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>		<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

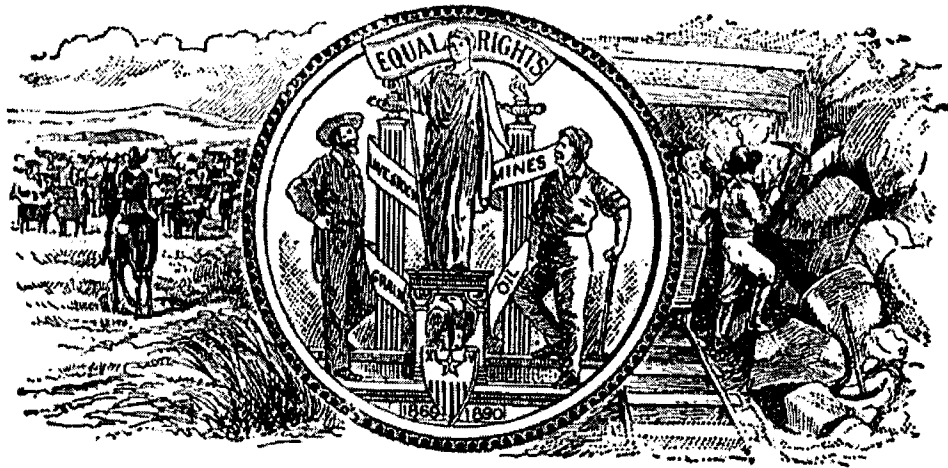
B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>		B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		B:	L: A:	L: A:

<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>		<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>
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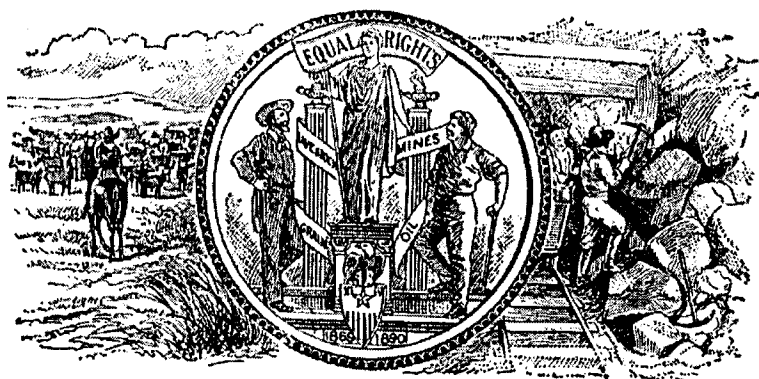
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
SP1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
SP2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

* Performance level matrixes cannot be completed until after negotiations with the United States Department of Education.



Part D

APPENDICES



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